

# Savannah Grove Elementary

2348 Savannah Grove Road  
Effingham, South Carolina 29541

<b>Grades</b>	K-6 Elementary School	
<b>Enrollment</b>	728 Students	
<b>Principal</b>	Lorna McBride	843-664-8463
<b>Superintendent</b>	Larry Jackson, Interim Superintendent	843-669-4141
<b>Board Chair</b>	Porter Stewart	843-669-6395

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	18	57	24	0

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Below Average	Unsatisfactory	No

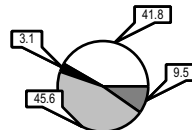
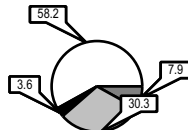
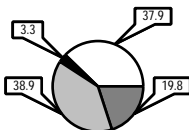
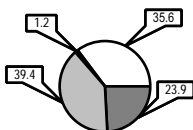
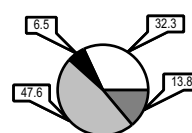
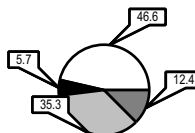
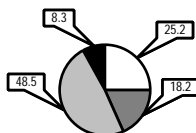
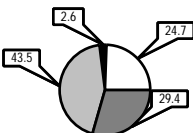
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	456	98.9	34.9	39.8	24.1	1.2	36.4	Yes	Yes
<b>Gender</b>									
Male	232	98.7	41.6	36.4	21.1	1.0	29.7		
Female	224	99.1	28.2	43.2	27.2	1.5	43.2		
<b>Racial/Ethnic Group</b>									
White	188	97.9	23.2	44.6	31.6	0.6	44.6	Yes	Yes
African American	263	99.6	44.2	36.5	17.6	1.7	29.6	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	369	98.6	29.0	43.6	26.0	1.5	40.9		
Disabled	87	100.0	60.0	23.8	16.3	0.0	17.5	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	456	98.9	34.9	39.8	24.1	1.2	36.4		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	456	98.9	34.9	39.8	24.1	1.2	36.4		
<b>Socio-Economic Status</b>									
Subsidized meals	340	98.8	37.0	40.9	21.1	1.0	32.7	Yes	Yes
Full-pay meals	116	99.1	29.5	36.6	32.1	1.8	46.4		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	456	99.3	37.6	39.1	19.9	3.4	36.0	Yes	Yes
<b>Gender</b>									
Male	232	98.7	42.6	34.4	18.7	4.3	34.0		
Female	224	100.0	32.7	43.8	21.2	2.4	38.0		
<b>Racial/Ethnic Group</b>									
White	188	98.9	26.3	44.1	24.0	5.6	44.7	Yes	Yes
African American	263	99.6	47.2	34.8	16.7	1.3	28.8	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	369	99.2	29.4	43.0	23.7	3.9	42.7		
Disabled	87	100.0	72.5	22.5	3.8	1.3	7.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	456	99.3	37.6	39.1	19.9	3.4	36.0		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	456	99.3	37.6	39.1	19.9	3.4	36.0		
<b>Socio-Economic Status</b>									
Subsidized meals	340	99.1	42.1	37.5	18.4	2.0	31.3	Yes	Yes
Full-pay meals	116	100.0	25.7	43.4	23.9	7.1	48.7		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	456	98.9	57.9	30.5	7.9	3.6	11.5
<b>Gender</b>							
Male	232	97.8	58.7	28.4	9.1	3.8	13.0
Female	224	100.0	57.2	32.7	6.7	3.4	10.1
<b>Racial/Ethnic Group</b>							
White	188	98.4	48.3	36.5	11.8	3.4	15.2
African American	263	99.2	66.1	25.8	5.2	3.0	8.2
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	369	98.9	53.1	32.9	9.5	4.5	13.9
Disabled	87	98.9	78.5	20.3	1.3	0.0	1.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	456	98.9	57.9	30.5	7.9	3.6	11.5
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	456	98.9	57.9	30.5	7.9	3.6	11.5
<b>Socio-Economic Status</b>							
Subsidized meals	340	98.5	60.1	31.4	7.3	1.3	8.6
Full-pay meals	116	100.0	52.2	28.3	9.7	9.7	19.5

<b>Social Studies</b>							
All Students	456	98.9	41.3	45.9	9.6	3.1	12.7
<b>Gender</b>							
Male	232	97.8	39.4	46.6	10.1	3.8	13.9
Female	224	100.0	43.3	45.2	9.1	2.4	11.5
<b>Racial/Ethnic Group</b>							
White	188	98.4	33.7	47.8	13.5	5.1	18.5
African American	263	99.2	47.6	44.2	6.9	1.3	8.2
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	369	98.9	36.5	48.4	11.3	3.9	15.1
Disabled	87	98.9	62.0	35.4	2.5	0.0	2.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	456	98.9	41.3	45.9	9.6	3.1	12.7
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	456	98.9	41.3	45.9	9.6	3.1	12.7
<b>Socio-Economic Status</b>							
Subsidized meals	340	98.5	44.2	44.6	9.2	2.0	11.2
Full-pay meals	116	100.0	33.6	49.6	10.6	6.2	16.8

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	95	99.0	16.9	37.1	43.8	2.2	46.1
	4	121	100.0	23.7	41.2	33.3	1.8	35.1
	5	100	100.0	40.6	50.0	9.4	N/A	9.4
	6	105	100.0	51.0	26.5	22.5	N/A	22.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	106	99.1	17.0	36.2	44.7	2.1	46.8
	4	108	100.0	33.0	33.0	30.9	3.1	34.0
	5	132	97.7	38.7	50.0	11.3	0.0	11.3
	6	110	99.1	49.0	37.0	14.0	0.0	14.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	95	100.0	15.6	54.4	27.8	2.2	30.0
	4	121	100.0	26.3	38.6	16.7	18.4	35.1
	5	100	100.0	46.9	43.8	8.3	1.0	9.4
	6	105	100.0	25.5	50.0	18.6	5.9	24.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	106	100.0	24.2	50.5	21.1	4.2	25.3
	4	108	100.0	32.0	30.9	34.0	3.1	37.1
	5	132	98.5	55.2	36.0	5.6	3.2	8.8
	6	110	99.1	34.0	40.0	23.0	3.0	26.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	106	100.0	34.7	46.3	16.8	2.1	18.9
	4	108	100.0	48.5	30.9	12.4	8.2	20.6
	5	132	97.7	72.6	22.6	1.6	3.2	4.8
	6	110	98.2	71.0	25.0	3.0	1.0	4.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	106	99.1	23.4	56.4	14.9	5.3	20.2
	4	108	100.0	29.9	56.7	10.3	3.1	13.4
	5	132	98.5	64.0	28.8	5.6	1.6	7.2
	6	110	98.2	41.0	47.0	9.0	3.0	12.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 728)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 93.6%	100.0%	100.0%
Retention rate	2.6%	Up from 1.4%	3.6%	3.0%
Attendance rate	95.9%	Up from 95.4%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.2%	Up from 0.0%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.2%	Up from 0.0%	3.5%	3.2%
Eligible for gifted and talented	4.8%	Down from 5.0%	9.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.0%	Up from 4.6%	9.0%	8.2%
Older than usual for grade	1.2%	Up from 1.0%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 7.6%	0.0%	0.0%
<b>Teachers (n= 46)</b>				
Teachers with advanced degrees	56.5%	Down from 66.7%	50.0%	52.6%
Continuing contract teachers	73.9%	Down from 88.1%	84.8%	83.3%
Highly qualified teachers	92.5%	Up from 91.2%	94.3%	93.5%
Teachers with emergency or provisional certificates	5.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	91.3%	Up from 88.0%	86.2%	87.0%
Teacher attendance rate	96.4%	Up from 95.1%	94.8%	95.0%
Average teacher salary	\$39,735	Up 1.1%	\$41,257	\$41,703
Prof. development days/teacher	21.9 days	Down from 22.6 days	13.4 days	12.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 18.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 22.4 to 1	18.5 to 1	18.8 to 1
Prime instructional time	91.9%	Up from 90.0%	89.4%	89.8%
Dollars spent per pupil*	\$5,239	Up 12.1%	\$6,315	\$6,242
Percent of expenditures for teacher salaries*	67.9%	Up from 67.4%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	84.2%		89.4%	
Highly qualified teachers in high poverty schools	86.9%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

We truly believe "Together we can build a brighter future at Savannah Grove Elementary School." We work closely together to ensure the brightest future for our students. Our entire SGES family has worked diligently, given and accomplished so much. "Our home away from home" is a great place to live, learn, and grow.

The SGES family's innovative and meticulous efforts provide quality enrichment and academic assistance opportunities for students. Presenting the students with a myriad of techniques and incorporating the State Standards into our daily instruction and unit planning has challenged the students to work, think, and question at higher levels.

Our parents are encouraged to visit our school and conference regularly with teachers. Parent PACT Workshops are held monthly to provide our parents with an orientation to the State Report Card process, interpretation of assessment results, State Standards and our instructional programs, as well as to share other parenting information. Parents are given a complete listing of the state standards as applicable by grade level, as well as parenting suggestions to assist with reinforcement and enrichment of the state standards.

Teachers keep parents informed and involved regularly through phone calls, Thursday folders, interim reports, conferences, notes, and Good News from the Grove postcards.

We encourage the integration of technology into all subject areas and are proud of the progress we have made. We have been able to update technology equipment in our classrooms, media center, and computer lab. We also continue to enrich our students through poetry, the Horizon's program, musical and theatrical performances, and special guest presentations on our SGES Morning Show.

Together we are building our students futures. We certainly appreciate everyone's support of our expectations and accomplishments. Our SGES family was notified we met all objectives for Adequate Yearly Progress as outlined by the federal No Child Left Behind Legislation.

Archie Barnhill, Interim Principal

Jeremiah Redding, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	44	108	49
Percent satisfied with learning environment	93.2%	86.8%	77.8%
Percent satisfied with social and physical environment	86.4%	89.6%	79.2%
Percent satisfied with school-home relations	72.1%	88.7%	66.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.